



*Balanced Assessment
System Professional
Learning Series*

**#2 Understanding
ISAT Reports:
Assessment Claims
and Targets**

OFFICE OF THE SUPERINTENDENT OF PUBLIC
INSTRUCTION

**NANCY THOMAS PRICE,
COMPREHENSIVE ASSESSMENT
SYSTEM COORDINATOR**

Last Webinar...

Getting ISAT data in the hands of teachers

- How teachers access data
- Why teachers should access data
- What data teachers will access

Why should **(all)** teachers have access to ISAT data?

- They want to know!
- Look at classroom as a whole..
- ***Use data for teaching and learning***
- Make comparisons between school, district and state averages
- Look for consistencies and inconsistencies with other data sources
- See trends

This is where change happens



OVERVIEW

A Balanced Assessment System

The Smarter Balanced Assessment Consortium is committed to ensuring that all students leave high school prepared for postsecondary success. A balanced assessment system — which includes the formative assessment process as well as interim and summative assessments — provides tools to improve teaching and learning. The formative assessment process is an essential component of a balanced assessment system.



Digital Library

Resources to help educators implement formative assessment practices to improve teaching and learning



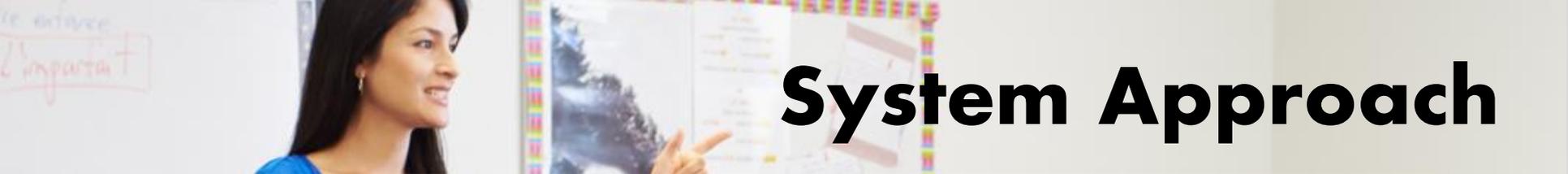
Interim Assessments

Optional online assessments to check student progress and help teachers plan and improve instruction



Summative Assessments

Year-end assessments in mathematics and English language arts/literacy for grades 3-8 and 11 that use both computer adaptive testing and performance tasks



System Approach

- **Coherence**

 - Test reflects the standards

 - Parts of the system compliment each other

- **Continuity**

 - Pieces of the System Have Alignment

- **Comprehensiveness**

 - Breadth and Depth of Resources STANDARDS TO ACHIEVE

**Use student data to
plan forward !**

**Make changes to
instruction & impact
learning while there is
still time to change the
outcome**

***Digital Library
Interim Assessments***

***Summative
Assessments***

Use of data for teaching and learning





TODAY

**Part I: What are Claims
and Targets**

**Part II: How can Claim and
Target information be
helpful in moving learning
forward**

3-613000
Important



Test Coordinator Resources



TA Certification Course



Practice & Training Test Administration



Classroom Activities



TIDE



Test Administration



Assessment Viewing Application



Teacher Hand Scoring System



Online Reporting System



Test Administration Manual

SUPERINTEND

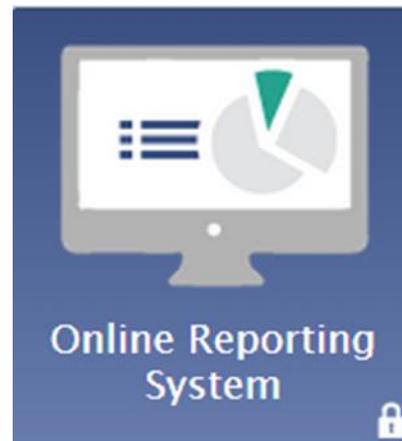
Idaho.portal.airast.org

STUDENTS TO ACHIEVE





ONLINE REPORTING SYSTEM



Idaho.portal.airast.org



Idaho

21463

2566 ±1

52

2567

ELA/Literacy

Reading

26 49 25

Listening

18 67 14

Writing

23 52 26

Research/Inquiry

19 59 22

KUNA JOINT DISTRICT (003)

364

2565 ±4

52

ELA/Literacy

Reading

28 48 23

Listening

15 74 11

Writing

20 51 28

Research/Inquiry

18 62 20

KUNA MIDDLE SCHOOL (003_0013)

364

2565 ±4

52

ELA/Literacy

Reading

28 48 23

Listening

15 74 11

Writing

20 51 28

Research/Inquiry

18 62 20

Peterson, April

21

2576 ±19

62

ELA/Literacy

Reading

29 33 38

Listening

14 67 19

Writing

14 62 24

Research/Inquiry

19 71 10

Advisory B 9004-15

21

2576 ±19

62

ELA/Literacy

Reading

29 33 38

Listening

14 67 19

Writing

14 62 24

Research/Inquiry

19 71 10

Scale Score	Achievement Level	Reading Performance Level	Listening Performance Level	Writing Performance Level	Research/Inqui Performance Level
2424 ±32	1	⚠	⚠	⚠	⊖
2474 ±28	1	⚠	⚠	⊖	⚠
2427 ±34	1	⚠	⚠	⚠	⊖
2438 ±28	1	⚠	⊖	⚠	⚠
2518 ±28	2	⊖	⊖	⊖	⚠
2548 ±27	2	⚠	⊖	⊖	⊖
2516 ±27	2	⚠	⊖	⊖	⚠
2521 ±26	2	⊖	⊖	⊖	⊖
2583 ±25	3	⊖	✓	⊖	⊖
2573 ±26	3	⊖	✓	⊖	⊖
2637 ±27	3	✓	✓	⊖	⊖
2635 ±27	3	✓	⊖	✓	⊖
2623 ±27	3	✓	⊖	⊖	⊖
2633 ±28	3	✓	⊖	⊖	⊖
2606 ±25	3	⊖	⊖	⊖	⊖
2598 ±26	3	⊖	⊖	⊖	⊖
2665 ±27	3	✓	⊖	✓	⊖
2579 ±27	3	⊖	✓	⊖	⊖
2709 ±28	4	✓	⊖	✓	✓
2689 ±26	4	✓	⊖	✓	⊖
2701 ±29	4	✓	⊖	✓	✓

Comparison Scores

Name	Average Scale Score
Idaho	2566 ±1
KUNA JOINT DISTRICT (003)	2565 ±4
KUNA MIDDLE SCHOOL (003_0013)	2565 ±4
Peterson, April	2576 ±19
Advisory B 9004-15	2576 ±19

Legend: Claims Performance Levels

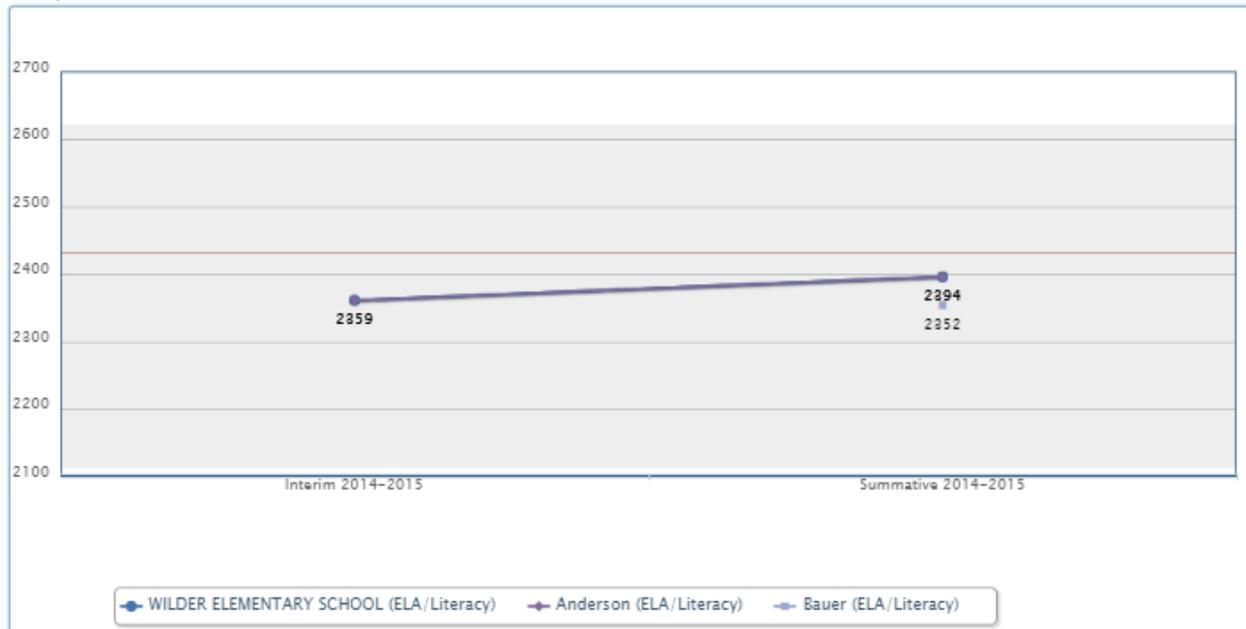
 Below Standard
  At/Near Standard
  Above Standard

ING SCHOOLS AND STUDENTS TO ACHIEVE



Breakdown By: ALL Display: Summative + Interim Go

Group Performance Over Time



Choose Who to Graph

Choose Who to Graph

- Idaho
- WILDER DISTRICT (133)
- WILDER ELEMENTARY SCHOOL (133_0452)
- Anderson
- Bauer

Student Scale Scores on ELA/Literacy Test Over Time

Name	Dropped Students	Interim 2014-2015	Summative 2014-2015
WILDER ELEMENTARY SCHOOL (ELA/Literacy)	View	2359	2394
Anderson (ELA/Literacy)	View	2350	2394
Bauer (ELA/Literacy)	N/A	N/A	2352

Trend Report

35 point gain from February to May

Performance on Each Target

Smarter Summative ELA/Literacy Grade 3 Test for Student

Summative Assessment Target Report

Target	Performance Level
Reading	
(Informational Text) KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented.	=
(Informational Text) CENTRAL IDEAS: Identify or summarize central ideas/ key events, or procedures and details that support them.	=
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary)	=
(Informational Text) REASONING & EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author's point of view, ideas and supporting details, relationships)	=
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause effect, integrate information)	=
(Informational Text) TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information	+
(Informational Text) LANGUAGE USE: Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context	+
(Literary Text) KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences	-
(Literary Text) CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text	=
(Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary)	=
(Literary Text) REASONING & EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings; point of view, author's lesson or message	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify or compare relationships across texts (e.g., literary elements, problem solution, theme)	-
(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information	*
(Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	=

Legend: Strength And Weakness Indicator

- + Better than performance on the test as a whole
- = Similar to performance on the test as a whole
- Worse than performance on the test as a whole
- * Insufficient Information

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE





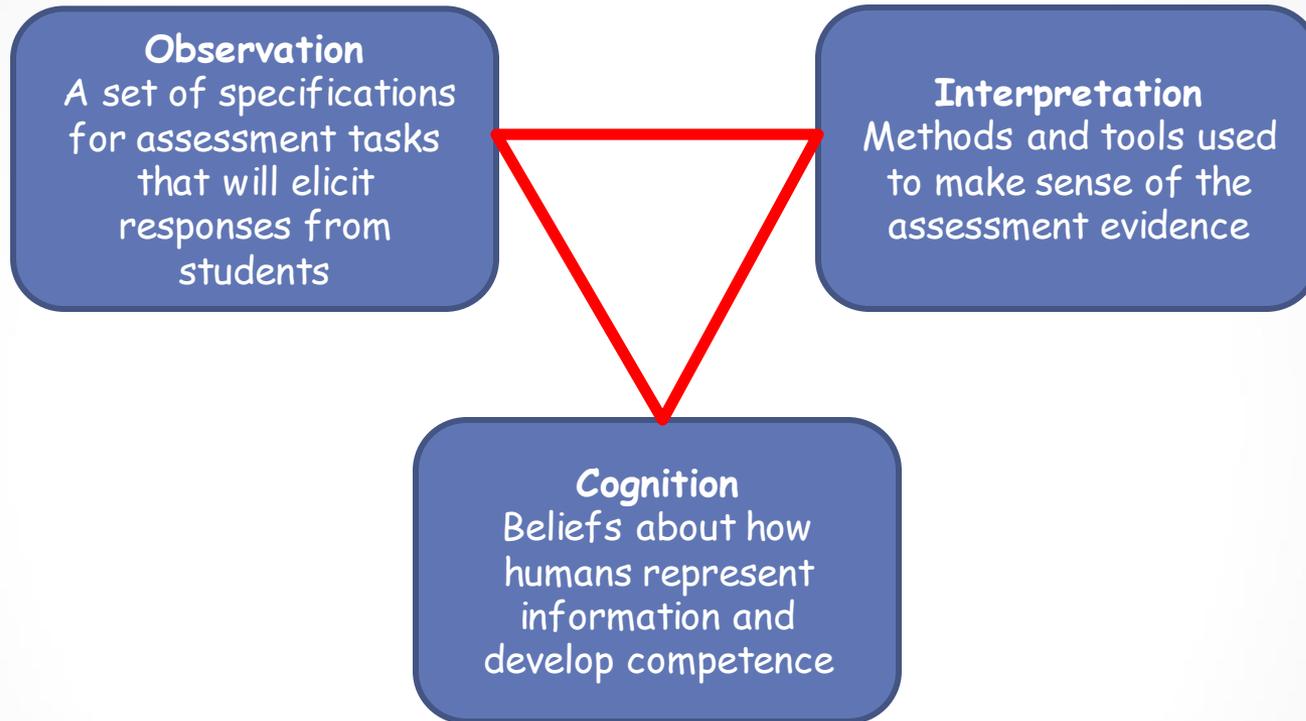
What are Claims and Assessment Targets?

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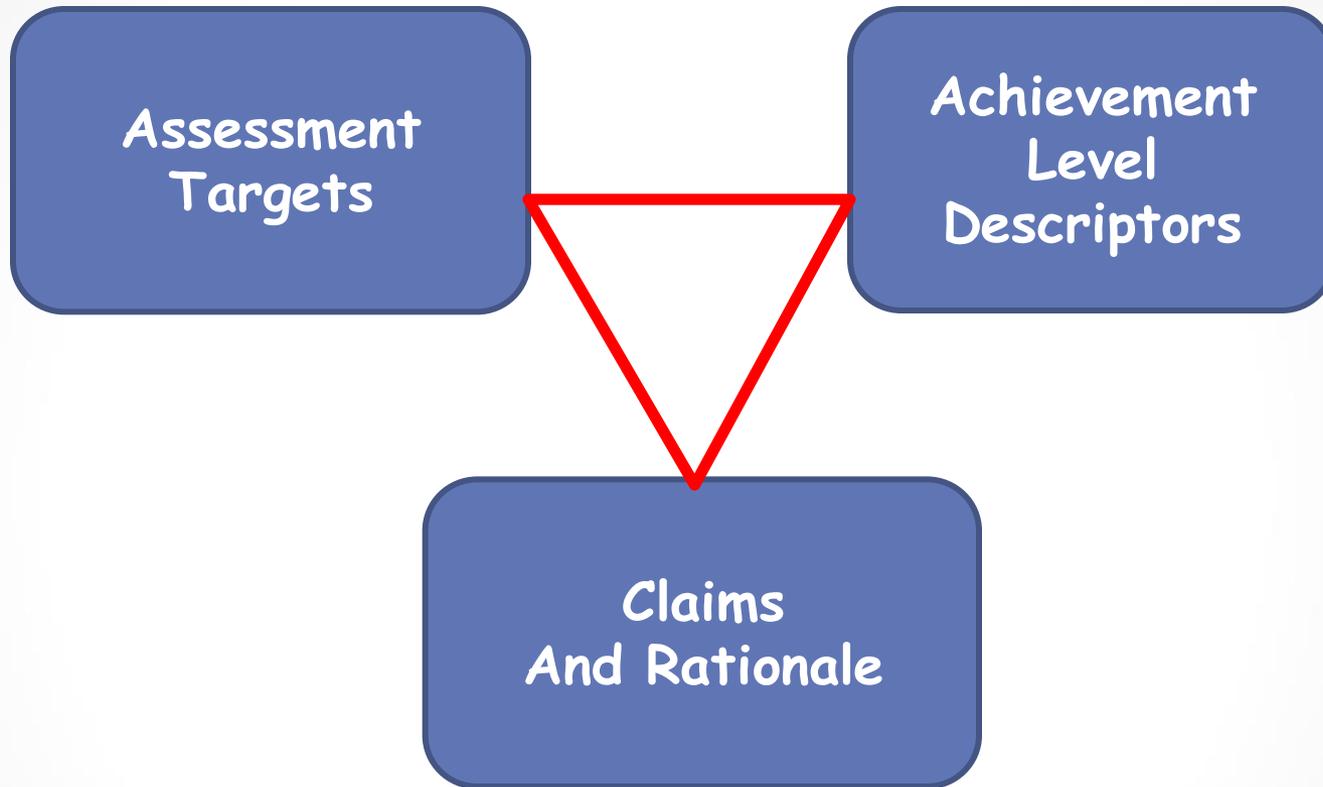
Evidence Centered Design



The Assessment Triangle (NRC, Knowing What Students Know, 2001)



Evidence Centered Design



The Assessment Triangle (NRC, 2001)

Conceptual Framework

Claims

broad statements of the assessment system's learning outcomes, each of which requires evidence

Assessment Targets = Evidence

Targets articulate the types of data/observations that will support interpretations of competence towards achievement of the claims.

Interpretations are spelled out in the Achievement Level Descriptors.



Conceptual Framework

We claim the following (Claim language)
is true if we see the following evidence
(Assessment Target language)
at a certain level of proficiency.
(Achievement Level Descriptors)



The Test Reflects the Standards

Content Specifications Document creates a bridge between standards, assessment, and instruction

Item/Task Specifications Document translates the Content Specs into actual parameters for the writing of items that then provide evidence of learning



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<http://www.smarterbalanced.org/smarter-balanced-assessments>

ELA/Literacy Claims

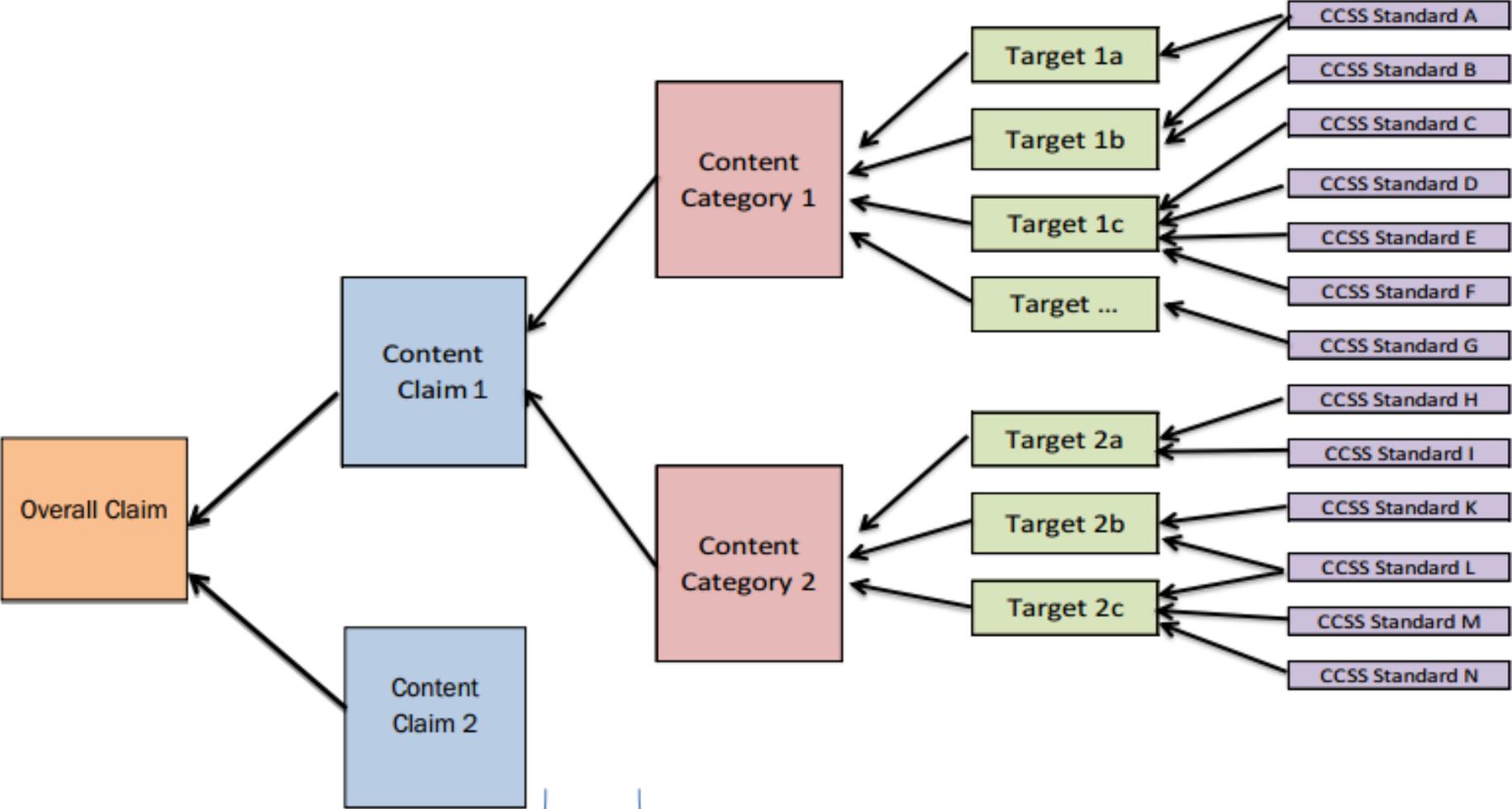
Claim #1	<u>Reading</u> “Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”
Claim #2	<u>Writing</u> “Students can produce effective and well-grounded writing for a range of purposes and audiences.”
Claim #3	<u>Listening</u> “Students can employ effective listening skills for a range of purposes and audiences.”
Claim #4	<u>Research / Inquiry</u> “Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”

Math Claims

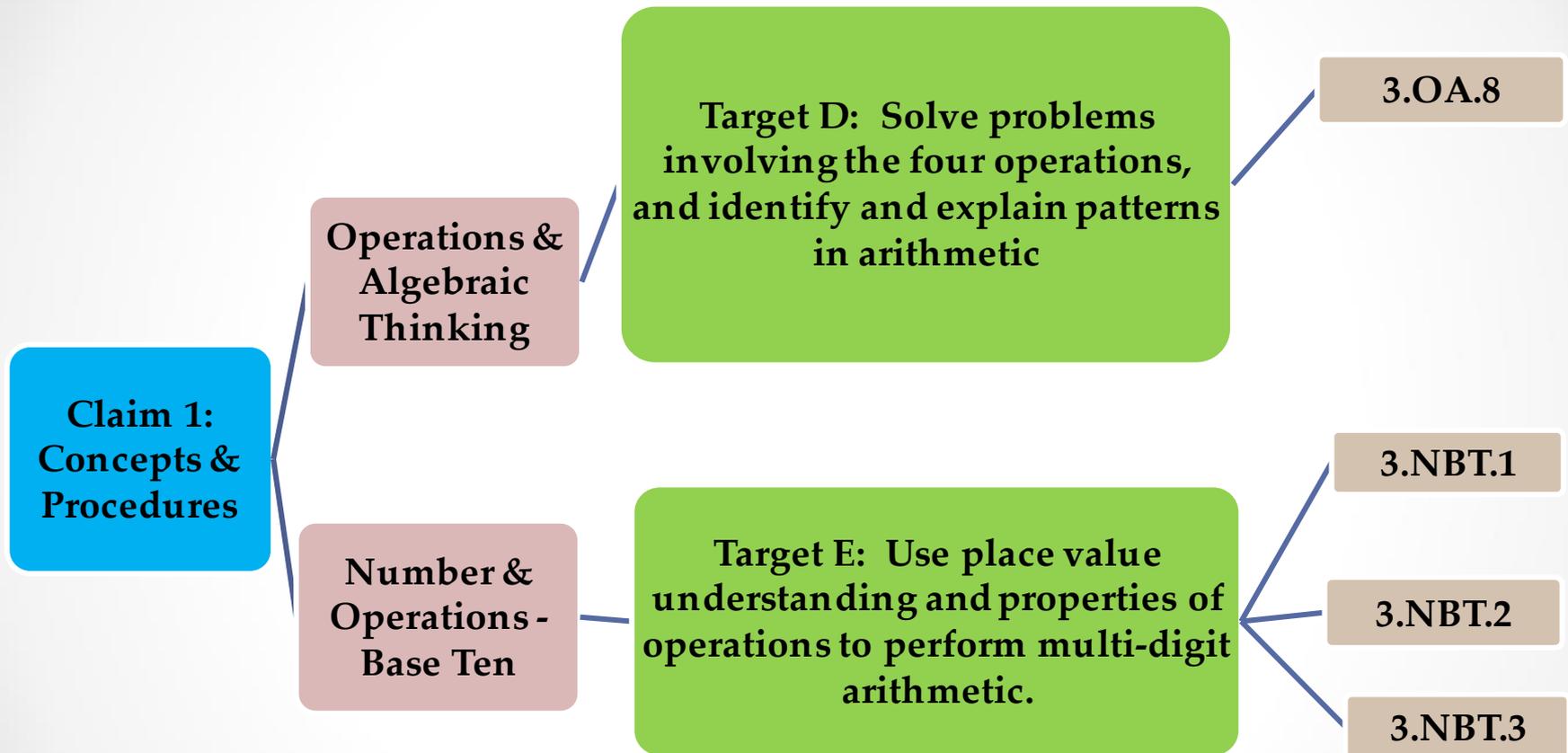
Content Specifications, p. 25

Claim #1	Concepts & Procedures “Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency .”
Claim #2	Problem Solving “Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.”
Claim #3	Modeling and Data Analysis “Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”
Claim #4	Communicating Reasoning “Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”

Claims, Content Categories, Assessment Targets, and Standards



Claim 1, Grade 3



Relationship between the Core Standards & the Content Specifications

CCSS, p. 23

Content Specs, p. 30

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
4. Determine the unknown whole number in a multiplication equation relating three whole numbers. For example, unknown number that makes the equation true in each $x \times 7 = 48$, $5 = \square \times 3$, $6 \times 6 = 2$.

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of multiplication as follows:
 - (Commutative property) $8 \times 5 = 5 \times 8$; (Associative property) $(3 \times 5) \times 2 = 3 \times (5 \times 2)$; (Distributive property) $3 \times (4 + 5) = (3 \times 4) + (3 \times 5)$.
6. Understand division as an unknown-factor problem. For example, solve $32 \div 8$ by finding the number that makes $8 \times \square = 32$ true.

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies based on the relationship between multiplication and division (e.g., $5 \times 6 = 30$, so $30 \div 5 = 6$), and knowing all products of one-digit multiplication.

Solve problems involving the four operations, and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent the problem with an equation, and solve by computing mentally or using computational strategies. For example, "There are 3 rows of 5 items each. Each item costs \$2. How much in all?" (Equation: $3 \times 5 = 15$; $15 \times 2 = 30$.)
9. Identify arithmetic patterns (including square numbers), and explain them. For example, observe that 4 times a number is the same as doubling the number twice.

Operations and Algebraic Thinking

Target A [m]: Represent and solve problems involving multiplication and division.⁶ (DOK 1)
Items/tasks for this target require students to use multiplication and division within 100 to solve straightforward, one-step contextual word problems in situations involving equal groups, arrays, and measurement quantities such as length, liquid volume, and masses/weights of objects. These problems should be of the equal-groups and arrays-situation types, but can include more difficult measurement quantity situations. All of these items/tasks will code straightforwardly to standard 3.OA.3. Few of these tasks coding to this standard will make the method of solution a separate target of assessment. Other tasks associated with this target will probe student understanding of the meanings of multiplication and division.⁷

Tasks that explicitly ask the student to determine the unknown number in a multiplication or division equation relating three whole numbers (3.OA.4) will support the development of a range of different items/tasks necessary for populating an adaptive item bank (see section *Assessment Targets in an Adaptive Framework*, below, for further explication).

Understand properties of multiplication and the relationship between multiplication and division (3.OA.5)

Target B focuses more on the practical uses of multiplication and division. Target B focuses on the mathematical properties of these operations, including the mathematical relationship between multiplication and division.

Tasks associated with this target are not intended to be vocabulary exercises along the lines of "Which operation illustrates the distributive property?" As indicated by the CCSSM,⁸ students need not know the names for the properties of operations. Instead, tasks are to probe whether students are able to apply the properties to multiply and divide.

Tasks that code directly to Target B will be limited to products and dividends within 100. (But see Target E under 3.NBT below.)

Domain = Content Category

Cluster Heading 1 = Target A

Standards = Evidence

Cluster Heading 2 = Target B



Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types

Grades 3–5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim #1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
Literary Texts		
50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.		
<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.		
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s).		
Standard: RL-1 (RL-1 is a component of each of the seven targets listed below.)		
Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 3 Standards: RL-1 (DOK 1, DOK 2) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 4 Standards: RL-1 (DOK 1, DOK 2) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 5 Standards: RL-1 (DOK 1, DOK 2) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Target 2. CENTRAL IDEAS: Identify central ideas, key events, or the sequence of events presented in a text. Gr. 3 Standards: RL-2 (DOK 2, DOK 3) RL-2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the	Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events. Gr. 4 Standards: RL-2 (DOK 2, DOK 3) RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events. Gr. 5 Standards: RL-2 (DOK 2, DOK 3) RL-2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama

ELA Content Specifications

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Mathematics:

Assessment targets are standards
cluster headings

ELA/Literacy:

Assessment targets are anchor
standards headings



This activity uses the Content Specifications Document for Math

Staff Activity: Math Claims Jigsaw

Staff will work in small groups to read the content of the math Claims.



- 1. Pass out individual copies of the math claims. Each table gets the same claim. Different tables read about different claims.***
- 2. Have participants highlight important words and phrases that have implications for teaching and learning. Share those among your group.***
- 3. One spokesperson from each group to summarize the content of your group's claim for the other groups.***



Check for Understanding





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How can Claim and Target information be helpful in moving learning forward?

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SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE



From Claim and Target data a teacher may want to:

- Look at class as a whole for “RTI” groupings; verify with other data; create additional rosters
- Use specific Item Specifications documents to view the standards, vocabulary, and task models associated with various assessment targets
- Use this data as a screener/ starting place to dig deeper into a specific area; to identify “risk”
- Use this data to decide on Interim Assessment Blocks to be given
- Make decisions about spending more or less time on certain blocks of standards



Scale Score	Achievement Level	Reading Performance Level	Listening Performance Level	Writing Performance Level	Research/Inqui Performance Level
2424 ±32	1	⚠	⚠	⚠	⊖
2474 ±28	1	⚠	⚠	⊖	⚠
2427 ±34	1	⚠	⚠	⚠	⊖
2438 ±28	1	⚠	⊖	⚠	⚠
2518 ±28	2	⊖	⊖	⊖	⚠
2548 ±27	2	⚠	⊖	⊖	⊖
2516 ±27	2	⚠	⊖	⊖	⚠
2521 ±26	2	⊖	⊖	⊖	⊖
2583 ±25	3	⊖	✓	⊖	⊖
2573 ±26	3	⊖	✓	⊖	⊖
2637 ±27	3	✓	✓	⊖	⊖
2635 ±27	3	✓	⊖	✓	⊖
2623 ±27	3	✓	⊖	⊖	⊖
2633 ±28	3	✓	⊖	⊖	⊖
2606 ±25	3	⊖	⊖	⊖	⊖
2598 ±26	3	⊖	⊖	⊖	⊖
2665 ±27	3	✓	⊖	✓	⊖
2579 ±27	3	⊖	✓	⊖	⊖
2709 ±28	4	✓	⊖	✓	✓
2689 ±26	4	✓	⊖	✓	⊖
2701 ±29	4	✓	⊖	✓	✓

Comparison Scores

Name	Average Scale Score
Idaho	2566 ±1
KUNA JOINT DISTRICT (003)	2565 ±4
KUNA MIDDLE SCHOOL (003_0013)	2565 ±4
Peterson, April	2576 ±19
Advisory B 9004-15	2576 ±19

Legend: Claims Performance Levels

 Below Standard
  At/Near Standard
  Above Standard

TING SCHOOLS AND STUDENTS TO ACHIEVE



Claim Report

Scale Score	Level	Performance Level	Per
2438 ±28	1	⚠️	
2548 ±27	2	⚠️	
2427 ±34	1	⚠️	
2516 ±27	2	⚠️	
2474 ±28	1	⚠️	
2424 ±32	1	⚠️	
2518 ±28	2	⊖	
2583 ±25	3	⊖	
2521 ±26	2	⊖	
2573 ±26	3	⊖	
2579 ±27	3	⊖	
2606 ±25	3	⊖	
2598 ±26	3	⊖	
2635 ±27	3	✅	
2637 ±27	3	✅	
2709 ±28	4	✅	
2665 ±27	3	✅	
2689 ±26	4	✅	
2633 ±28	3	✅	
2623 ±27	3	✅	
2701 ±29	4	✅	

Comparison Scores

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Peterson, April	2576 ±19
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Legend: Claims Performance Levels

- ⚠️ Below Standard
- ⊖ At/Near Standard
- ✅ Above Standard



From here this teacher may want to:

- Assign interim assessment blocks before or after teaching certain groups of standards

Grade 3-5
Read Literary Texts
Read Informational Texts
Edit/Revise
Brief Writes
Listen/Interpret
Research
Narrative Performance Task*
Informational Performance Task^
Opinion Performance Task**



What this teacher might see from an Interim Assessment Block report...

Number of Blocks Tested	Number of Blocks Above Standard	Read Literary Texts Performance Level	Read Informational Texts Performance Level	Edit/Revise Performance Level	Brief Writes Performance Level	Listen/Interpr Performance Level	Pe
2	1	N/A	✓	⊖	N/A	N/A	
3	3	N/A	✓	✓	N/A	N/A	
3	3	N/A	✓	✓	N/A	N/A	
3	1	N/A	✓	⊖	N/A	N/A	
3	2	N/A	✓	⊖	N/A	N/A	



Legend: Claims Performance Levels



Below Standard



At/Near Standard

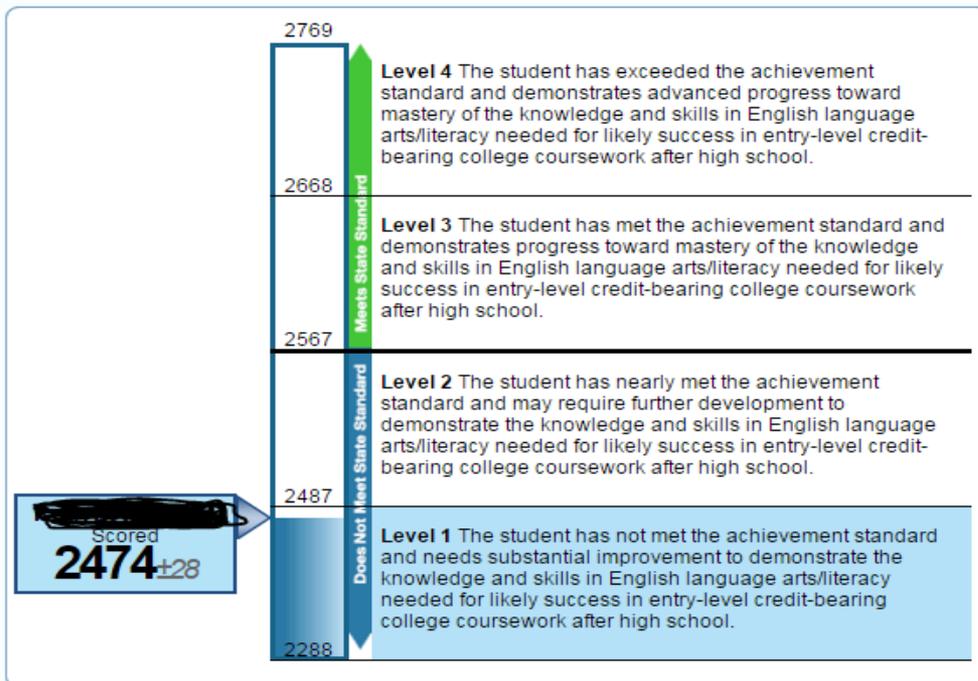


Above Standard

Student Test Performance

Name	SSID	Scale Score	Achievement Level
 		2474	Level 1

Scale Score and Overall Performance



Comparison Scores

Name	Average Scale Score
Idaho	2566 ± 1
KUNA JOINT DISTRICT (003) 	2565 ± 4
KUNA MIDDLE SCHOOL (003_0013) 	2565 ± 4

Student Test Performance

Claim	Performance	Claim Description
Reading		Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening		Student has difficulty employing effective speaking and listening skills for a range of purposes and audiences.
Writing		Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.
Research/Inquiry		Student has difficulty engaging in research and inquiry to investigate topics, and to analyze, integrate, and present information.

From the individual student report, this teacher takes a look at one of her lowest student's claim scores... she will need to make sure this student gets focused intervention.

Make sure that (all) students are asked for the same type of evidence on a day to day basis

Check to see that the needed accessibility supports are available to this student

Assist the student with using the interface and tools for test taking





You should now understand...

1. **Claims and Targets in relation to our ISAT reporting system**
2. **Claims and Targets relationship to standards**
3. **Ways in which data from Claims and Targets can be useful to teachers**

GOALS AND STUDENTS TO ACHIEVE



Parting thoughts

1. System of assessment
2. Shifts in standards ➡ shifts in assessment
3. Application of knowledge and skills is about 50% of the assessment

GOALS AND STUDENTS TO ACHIEVE



Upcoming webinars in this series

Using data from ISAT and Interim
reports to inform teaching and
learning, Nov. 23 3:00PM

The Digital Library: Getting resources
in the hands of teachers, Dec. 3
10:00AM



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Comprehensive Assessment
System Coordinator